

Captains' Leadership Curriculum: “Areas of Challenge” NIC-0005-BSX

Participant Guide

Phase I – Assessment & Cognitive Learning



Course Description

Blended Training Strategy with Synchronous Facilitation using Centra, Asynchronous E-Learning Course, and Independent Study

Audience

Federal Bureau of Prisons Captains whose overall responsibilities include the implementation of short- and long-term operational goals and objectives that are congruent with the agency's vision and mission.

Description

Correctional leaders continue to face numerous challenges in the effective management of organizational resources and day-to-day operations, while pursuing the agency's vision, mission and goals. Today's correctional leader must be equipped with a full range of leadership and management skills and behaviors that enable them to effectively lead staff in achieving their agency's mandated mission while moving toward a desired future. Competency and skill proficiency in the areas of **ethics and values, interpersonal relationships, motivating others**, developing direct reports, managing conflict, **team building**, collaboration, **problem solving and decision making**, strategic thinking, managing change, program planning and performance assessment and criminal justice system are critical to their own leadership development and success, as well as the overall performance of the organization.

This training experience will provide the leader with a blueprint of their leadership competency potential, including: a self-assessment/self-awareness profile, learning interventions and action planning steps for their development in at least one leadership competency/skill area. Through active participation in a blended combination of on-line synchronous facilitated training sessions, independent e-learning courses provided through the NIC Learning Center and independent study, leaders will be able to practice and implement new leadership behaviors with their staffs.

Course Objectives

Correctional leaders taking this course will:

- Explore their correctional leadership competency potential through a structured self-assessment process
- Identify at least one leadership skill strength and at least one leadership skill challenge
- Complete at least one leadership development e-learning course in the diagnosed skill challenge area
- Develop, practice and implement a leadership action step/plan with their staff
- Analyze and report on their leadership effectiveness as a result of the implementation of their action step/plan

Expected Duration

20 hours (includes 7 hours of synchronous on-line/distance facilitated training and 13 hours of independent study and practice.)

Enrolment Eligibility

This course is designed specifically for Captains in the Federal Bureau of Prisons.

Contact

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Session 3 – Orientation

Participant Introductions: Leadership/Supervisor Course Taken in Past Year

Before class think about any courses you have taken in the past year that focused on supervisor/leadership skills. Record some thoughts below.

Learning Agreement

- Respect for Self and Others
- Try Something New
- Complete Presence and Participation

Online Learning Ground Rules

- Turn off email and instant messaging and clear other distractions away from your training area.
- Participate and prepare to be called on by name.
- Raise your hand if you have an immediate questions or comment.
- Be patient waiting for a response to your chat messages.

Please send a chat to the trainer if you leave the program, both when you leave and when you return.

The Core Competency Model

Current and Future Impacts on Corrections

- Globalization: Impact on the Nature of Crime
- Changing Workforce demographics
- Boomer Retirement
- Changing Values of Gen X and Y
- Technology

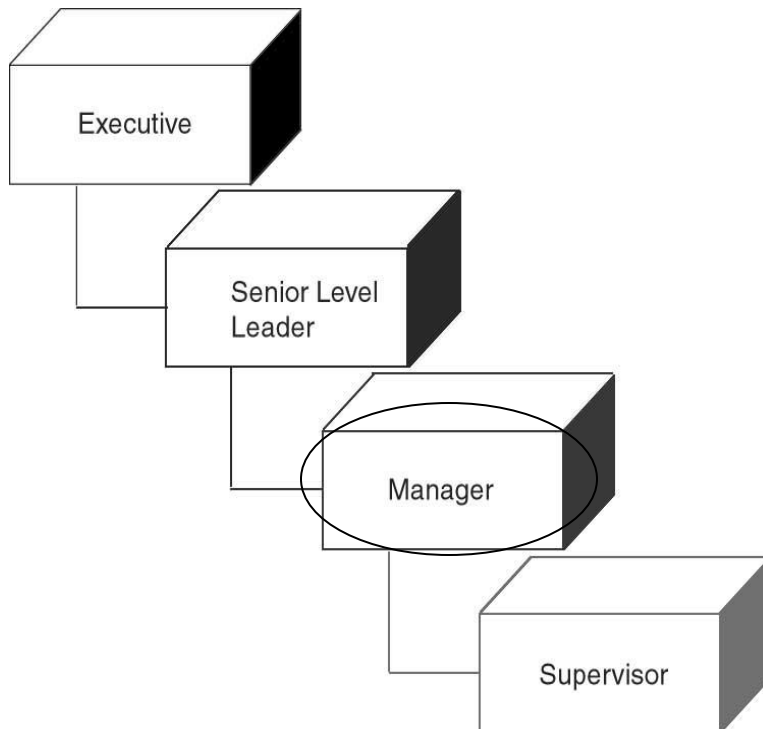
A **competency** is . . .

- A human characteristic associated with performance
- A cluster of attitudes, traits, motives, skills, abilities, knowledge and behaviors
- Can be measured against accepted performance standards
- Linked to a set of behaviors

Developing the Managerial Profiles

- Authority: Source of the position's authority—organizational relationships and placement in organization
- Responsibilities: Typical responsibilities associated with each level of leadership
- Tasks: Typical tasks associated with each responsibility
- Positions: Positions at each leadership level- examples
- Competencies: Competencies required by each level of leader

History of Core Competency Model



Competency Format in Resource Document

1. Definition: Each chapter starts with a definition of the competency
2. Knowledge Base: This section stresses the knowledge level manager/supervisor level leaders should have of the competency
3. Key Skills & Behaviors: This section indicates what skills and behaviors are needed for competency proficiency
4. Focus Matrix: Back of each competency chapter has table showing responsibilities of manager/supervisor level leader
5. Resources: Background materials related to competency

Intersession Assignments:

Assignment #1: Print the your MCCIP report sent to you by the survey administrator.

Manager - Core Competency Index Profile (MCCIP)	
	<div>0</div> <div>Not at all</div> <div>1</div> <div>Once in a while</div> <div>2</div> <div>Sometimes</div> <div>3</div> <div>Fairly often</div> <div>4</div> <div>Frequently, if not always</div>
SELF <input type="button" value="Self Average"/>	Ethics and Values
	Interpersonal Relationships
	Motivating Others
	Team Building
	Problem Solving and Decision Making
SUPERVISOR <input type="button" value="Super Average"/>	Ethics and Values
	Interpersonal Relationships
	Motivating Others
	Team Building
	Problem Solving and Decision Making
PEERS <input type="button" value="Peer Average"/>	Ethics and Values
	Interpersonal Relationships
	Motivating Others
	Team Building
	Problem Solving and Decision Making
DIRECT REPORTS <input type="button" value="Direct Average"/>	Ethics and Values
	Interpersonal Relationships
	Motivating Others
	Team Building
	Problem Solving and Decision Making
ALL <input type="button" value="All Average"/>	Ethics and Values
	Interpersonal Relationships
	Motivating Others
	Team Building
	Problem Solving and Decision Making
<input type="button" value="Previous"/>	

Assignment #2: Read selected pages from the *Correctional Leadership Competencies for the 21st Century: Manager and Supervisor Level Leaders*

Download the document: *Correctional Leadership Competencies for the 21st Century: Manager and Supervisor Level Leaders*. This document can be found at the following link: <http://nicic.gov/Library/020475> (If you cannot download a copy please contact Bernie biszler@bop.gov)

Read the following before the second online Centra session. **Be prepared to discuss the competencies.** (A reading guide is attached to enhance discussion during Session 2.)

1. Introduction (pp 1-4),
2. Manager-Level Leader Profile (Chapter 1, pp 5 -19)
3. 2-3 pages into each of the five competencies so that you have a basic understanding of the definition of each competency- **Chapter 2: Ethics & Values, Chapter 3: Interpersonal Relationships, Chapter 5: Motivating Others, Chapter 8: Team Building, Chapter 10: Problem Solving and Decision Making.**
4. Two chapters (from Chapter 2-10) as follows. From the results of your 360 Manager Core Competency Leadership Index Profile, **choose your *strength competency* (the competency that you scored highest in), and your *challenge competency* (the competency that you scored lowest in).** Then select and read the chapter and corresponding competency that matches your strength and challenge.

Assignment #3: Prepare to discuss the following questions at the next Centra session.

1. The Core Competencies Project identified four levels of correctional leaders that represent typical levels of leadership. At the manager level (BOP Captains) what particulars would your profile include?
 - a. Responsibilities-
 - b. Tasks-
 - c. Authority-
2. Why do you think that both a Knowledge Base and Key Skills and Behaviors may be important to each Leadership Competency?
3. When you look at the Manager Profile Responsibilities and Tasks, can you list specific ways you perform Captains' tasks under each Responsibility?

Ex: **Responsibility** > Vision and Mission > **Task** > Recognize and honour staff for goal achievement > **Specific way I performed:** "I personally thanked Lieutenant X for his work on reaching a goal with the relief roster."

Ex: **Responsibility** > Organizational Culture > **Task** > Interpret nature and impact of impending change and help staff adapt to change > **Specific way I performed:** I called a meeting of "Lieutenants to discuss upcoming changes in scheduling and sought their input."

4. Ethics and Values

- a. How would you react to this statement?
"All a Captain has to do is follow the rules."
- b. How are a Captains' **ethics** tied to **discretion** tied to **integrity** and tied to **organizational culture**?

5. Interpersonal Relationships

- a. What does empathetic management look like in your workplace? What empathetic skills do you possess?

- b. Relationship Networks are characterized by trust and cooperation. What are those Networks for a Captain and how can they help you lead?

6. Motivating Others

- a. "What do you mean motivate staff? They get paid, don't they?!" How well does this work, or not, to motivate staff? Why?
- b. Review Exhibit 5-I on page 92. Does this reflect your staff's job attitudes?

7. Team Building

- a. What percentage of your time as a Captain is spent working in teams?
- b. On page 151 what five "Elements of Successful Work Teams" do you think are the most important?

8. Problem Solving and Decision Making

- a. Review page 202 Exhibit 10-1 The Seven Steps of Problem Solving. Take a particularly difficult problem you have faced as a Captain and write out how you imagine you could use each step to solve the problem.

1. Define the problem
2. Analyze potential causes
3. Identify alternative solutions (come up with at least three)
4. Select the best solution
5. Develop an action plan
6. Implement the solution
7. Evaluate progress

- b. *"A problem well defined is a problem half-solved."*

“There are few things as useless- if not dangerous- as the right answer to the wrong question.”

How are these quotes related to each other?

Session 5 – Introduction to Correctional Leadership Core Competencies

Participant Introductions: Greatest Learning Moments

Before class think of your greatest moment or challenge when you were in a particular leadership role or position. Record some thoughts below.

Remember:

Learning Agreements

- Respect for Self and Others
- Try Something New
- Complete Presence and Participation

Online Learning Ground Rules

- Turn off email and instant messaging and clear other distractions away from your training area.
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The Core Competency Model

Manager Competencies

- **Embodying Ethics and Values**
- **Problem Solving and Decision Making**
- **Motivating Others**
- **Developing Interpersonal Relationships**
- Developing Direct Reports
- Program Planning and Performance Assessment
- Strategic Thinking
- Managing Conflict
- Understanding Criminal Justice System
- Collaboration
- **Team Building**

Core Leadership Competency Discussion Topics:

(Based on reading of *Correctional Leadership Competencies for the 21st Century: Manager and Supervisor Level Leaders and Reading Guide*)

1. "I have been working in BOP for years I KNOW what a Captains is supposed to do."
2. Captains are the "ethics teachers of an organization."
3. What personal qualities do I have that anchor my sense of right and wrong?
4. What kind of relationship networks do I have in my workplace?
5. What can I do as a Captain to motivate my staff?
6. What does a successful work team look like?

Here is what happened: (Problem Solving & Decision Making)

During the noon meal you notice inmates are standing and waiting to sit down and eat at tables. The officer calling the meal has already staggered the calling of units and work assignments to slow the number of inmates eating in the dining hall. The meal is starting to stretch to 2 hours, when most meals could easily be fed in 1 hour.

You know the inmate population is supposed to increase by 150 over the next year and you are starting to see the impact on the institution.

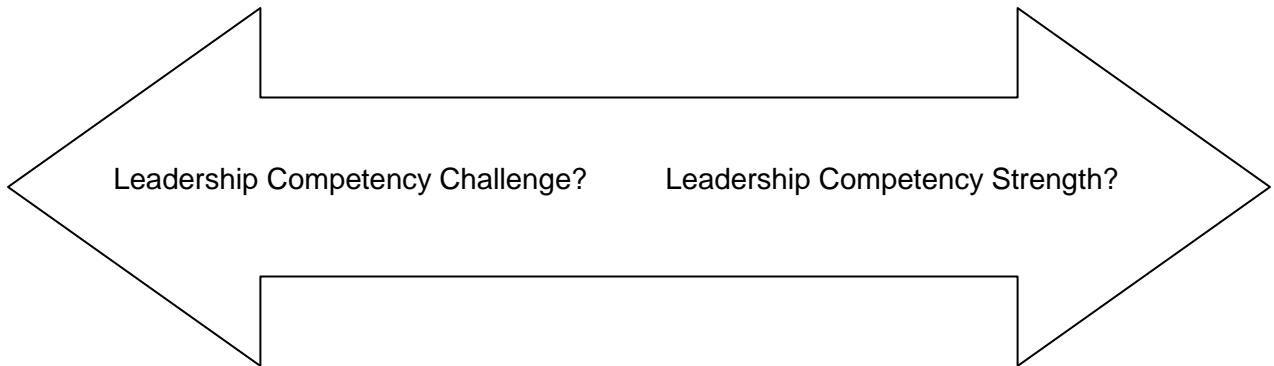
What could be done to accommodate another 150 inmates to the general population living?

Problem Solving Steps:

1. Define the Problem
2. Analyze potential causes
3. Identify alternative solutions
4. Select the best solution
5. Develop an action plan
6. Implement the solution
7. Evaluate progress

360 Manager Core Competency Index Profile

- Self
- Supervisor
- Peers
- Direct Reports
- Average

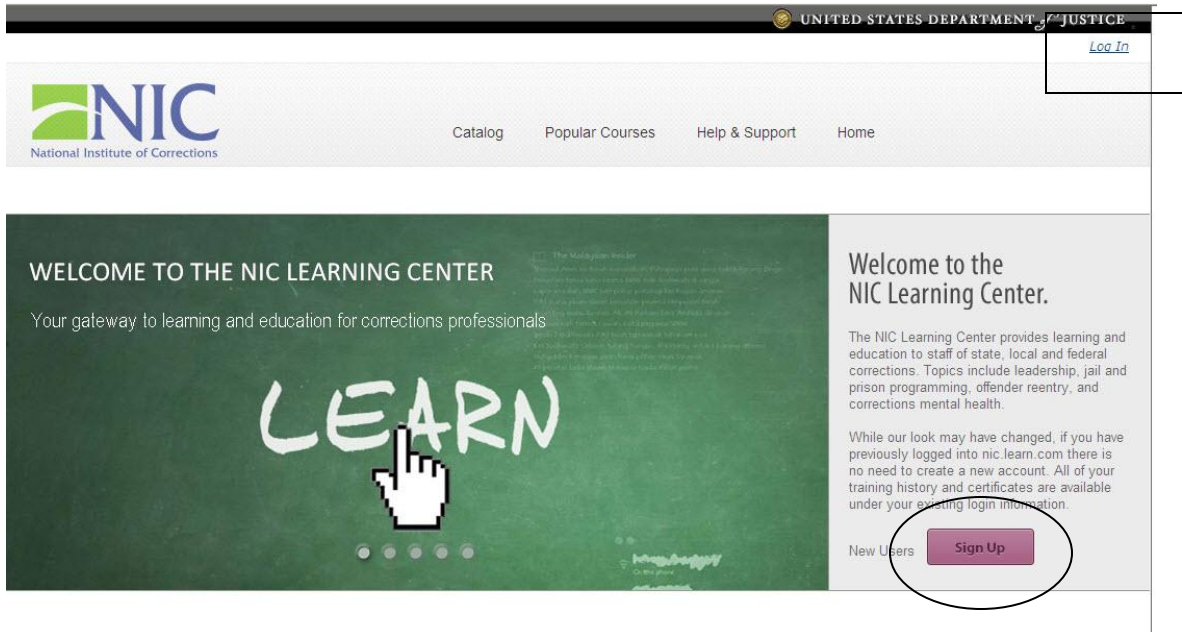


The way we are learning in this course . . .

- Assessment
- Identification
- Matching
- Cognitive Learning
- Practice and Feedback
- Transfer of Training

Assignment #4 Enroll in a NIC e-Learning Center course.

Enroll in the NIC Learn Center and complete one e-course in your Challenge area based on your challenge area(S) from your MCCIP Report. You can access the NIC Learn Center by going to the following link: <http://nic.learn.com/learncenter.asp?id=178409>



Assignment #5 Prepare to discuss your eLearning experiences at the next Centra session.

Upon completion of your e-course, spend some time reflecting on the scope of the new knowledge and skills you may have been exposed to through the e-learning session and **begin to think of/consider ways you could use this information in your leadership behavior with staff. (See pages 16-18 in *Correctional Leadership Competencies* for ideas on possible tasks)**

Be prepared to share some thoughts about the e-learning experience and your considerations during the next Centra session.